

# AZ Educational Technology Standards

## Write/Revision

**Wednesday, January 27th, 2021**

Virtual Meeting # 6

**9AM- 12:00**



# Thank you!!!!



# Introductions

Introduce yourself by telling everyone in the group:

1. Your name
2. Your school/district
3. Your current position

# Confidentiality

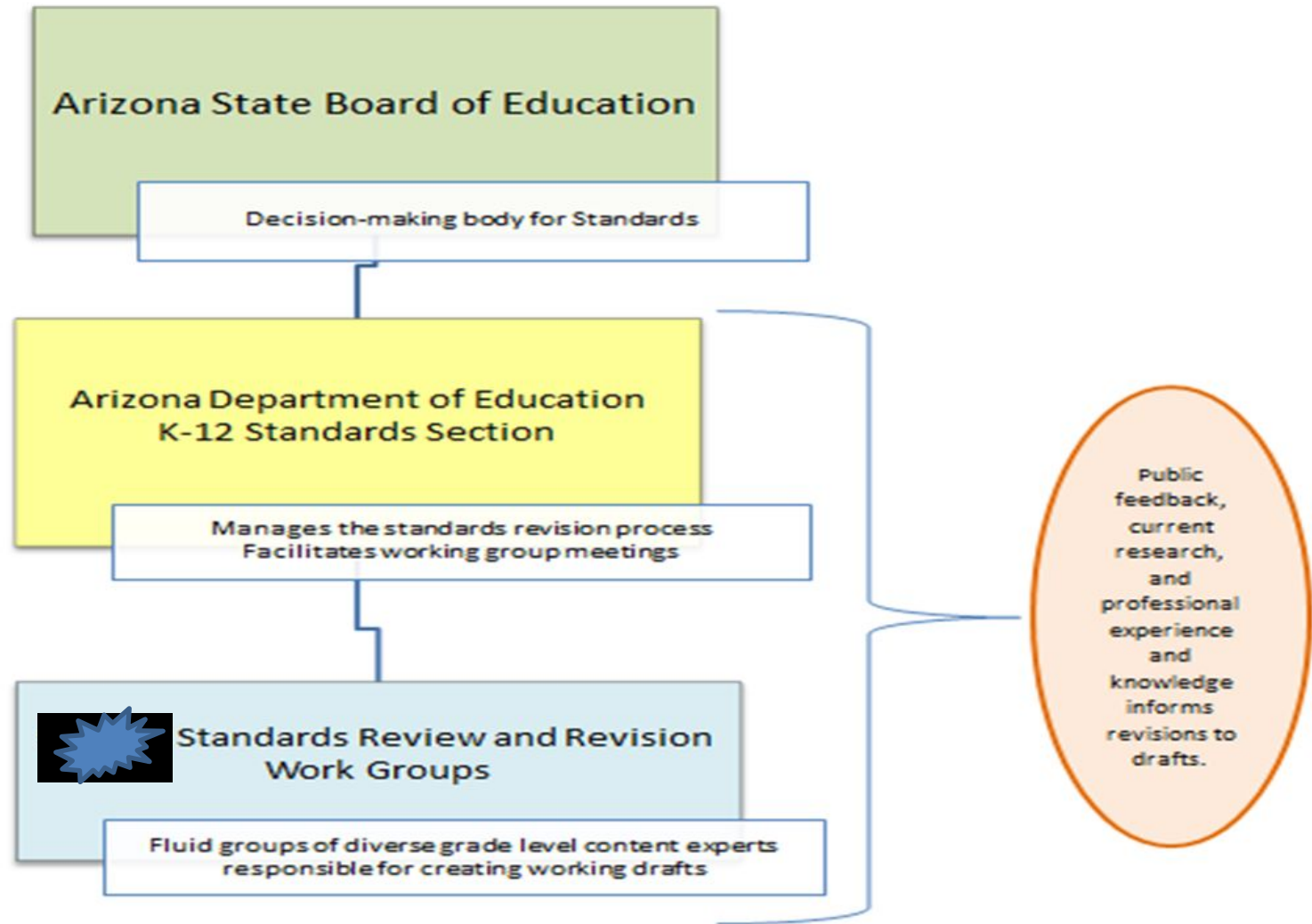
To preserve the process of moving forward developing the Ed. Tech Standards, we requested that every member of the Work Group complete a Confidentiality agreement.

A decision one meeting could change the next.

If it is not posted on the web, keep it within the workgroup.



# Standards Review- Structure



# Roles/Responsibilities: ADE K-12 Standards Staff

## ADE K-12 Standards Members

- Facilitate work group meetings
- Provide meeting goals, agendas, tasks, and instructions
- Provide needed materials
- Organize committee members into vertical, horizontal, and/or content groups, as appropriate.



# Ed Tech Standards Development and Implementation Timeline

May - 2020

Development Process Opened by the State Board of Education

Work group members attend Meet and Greet

August 2020

Workgroup members complete AZ Procure & Review and discuss ISTE Standards

August 2020 – May 2021

ADE convenes working groups of educators, content experts, community members, and parents

# Structure: Working Groups

Use a fluid membership model (“accordion model”) to include multiple voices and perspectives throughout the process with a core team driving the work

***Voices from previous meeting and new voices in each meeting***

- K-12 teachers, coaches, curriculum directors, administrators
- Higher education: instructors, professors, and/or researchers
- Content experts from the community
- Parents, students, and stakeholders (Public feedback process)





# Ed Tech Review: Scope of Work

- 1. Review the work of other states and vote on structures for the ed tech standards**
- 2. Write the Ed Tech Standards**
  - Make decisions about content and structure of standards
  - Apply content knowledge, grade-level expertise, research, and public feedback to inform all decisions
  - Collaborate with other grade bands to ensure progression within and across grade levels is solid
- 3. Develop drafts of K-12 Ed Tech Standards, including an introduction and glossary**
- 4. Present the draft standards to the State Board of Ed for adoption.**



# Working Group Norms

- Actively engage in all discussions
- Be open-minded
- Have an attitude that fosters collaboration, agreement, and consensus
- Be mindful of timelines and scope of work



# ADE Mission for Educational Technology Standards

- Arizona standards for Arizona teachers and students
- Write grade-band standards and not performance objectives



# Standards, Curriculum & Instruction

**Standards** – What a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

# Standards, Curriculum & Instruction

**Curriculum** – The resources used for teaching and learning the standards. Curricula are adopted at a local level by districts and schools.

**Instruction** – The methods used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum in order to master the standards.

HOW

# Standards versus Performance Objectives

## Content Standards

Standards are what students need to know, understand, and be able to do **by** the end of each grade level. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels.

## Performance Objectives

Performance Objectives are **incremental steps** toward mastery of individual content standards. Performance Objectives are knowledge and skills that a student must demonstrate at each grade level. Performance objectives do not imply a progression of learning and, because they are discrete skills, reach a limited level of cognitive demand.

# ISTE Standards for Students

## 1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

- a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- b. build networks and customize their learning environments in ways that support the learning process.
- c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

<https://drive.google.com/drive/folders/140DDWWxoEzu7zFRNFmWszPG-8JLmHol6>



# Wisconsin Standards

## Discipline: Information and Technology Literacy (ITL)

### Content Area: Empowered Learner (EL)

**Standard: EL1** - Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals.

	Performance Indicators (By Grade Band)			
Learning Priority	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
<b>EL1.a: Set goals and reflect.</b>	EL1.a.1.e: Identify the purpose of and set personal learning goals with educator guidance.	EL1.a.3.i: Create personal learning goals and select digital tools to achieve them.	EL1.a.5.m: Create personal learning goals and select and manage appropriate digital tools to achieve those goals.	EL1.a.7.h: Create and articulate personal learning goals and develop strategies leveraging the most effective digital tools to achieve those goals.
	EL1.a.2.e: Utilize appropriate digital tools to reflect on the learning process with guidance.	EL1.a.4.i: Utilize digital tools to reflect on and revise the learning process and make necessary revisions as needed to achieve goals with educator support.	EL1.a.6.m: Utilize digital tools to reflect on and revise the learning process and make necessary revisions as needed to achieve goals.	EL1.a.8.h: Utilize digital tools to reflect on the learning process, including successes, areas of improvement, and then make necessary revisions and adjust goals for future learning.

[https://docs.google.com/document/d/1HjDQC9RWUjNTHiVER1Z05F\\_u-YX0dM4ujn\\_nRmX\\_Q/edit](https://docs.google.com/document/d/1HjDQC9RWUjNTHiVER1Z05F_u-YX0dM4ujn_nRmX_Q/edit)





# Washington Standards

## ***Grades K-2 Standards for Technology Literate and Fluent Students***

**1. Empowered Learner - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.**

**1.a. With guidance from an educator, students consider and set personal learning goals and utilize appropriate technologies that will demonstrate knowledge and reflection of the process.**

*Samples of student performance (by the end of grade 2):*

- Students complete exit tickets (digitally utilizing electronic forms or feedback tools) for quick formative reflection (e.g., gathering exit task information).
- Students collect work samples within a digitized portfolio such as writing, fluency or mathematical computation, and conference with teacher to set a goal for improvement.

*Connected Standards:*

- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ELA W6 (K-2)

<https://drive.google.com/drive/folders/1EQQ8wly5QVYpofdS0vcZlpbpNkxIzAD5>



## Understanding the Educational Technology Standards Framework

A **Standard** is a broad statement of the learning that applies to Grades K–12.

A **Performance Indicator** is a statement containing the essential content or process to be learned and the cognitive demand required to learn it. Each standard includes developmentally-appropriate grade-band performance indicators, which are considered essential to the standards.

**Samples of student performance** provide specific illustrations of the learning by the completion of the grade band. However, these examples are not exhaustive, and educators are encouraged to find multiple ways by which learners can demonstrate what they know.

**Connected standards** are logical connections to other content areas at approximately the same grade that also have a match in cognitive demand. With this alignment, teachers can expect that when students can demonstrate mastery of one standard (educational technology or other content

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# Questions



# Welcome Back

Please identify someone to share out for your team.

1. What standard and indicator is your group working on?
1. Please share anything you think would be helpful for others to know.

